DOCUMENT RESUME

ED 237 585 UD 022 916

TITLE The Treatment of Sex Roles. Guidelines for the Development of Elementary and Secondary Instructional Materials.
INSTITUTION Holt, Rinehart & Winston, New York, NY.
PUB DATE Feb 75
NOTE 10p.; Prepared by the School Department.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Curriculum Development; Elementary Secondary Education; Guidelines; *Instructional Materials; Language Usage; Publishing Industry; Sex Bias; *Sex Fairness; *Sex Role; Sex Stereotypes; Textbook Bias; Textbooks
IDENTIFIERS PF Project

ABSTRACT

Arranged in three sections, this pamphlet outlines publishers' guidelines for developing nonsexist instructional materials for elementary and secondary school use. Section 1 details the following strategies for expanding and balancing the role models of both sexes in instructional literature: illustrations reflecting a variety of dress and occupation, women in roles other than housewife, men participating in household chores, both sexes expressing a wide range of emotions, reference to single parent households, and the non-role oriented portrayal of children. Section 2 outlines criteria for creating male-female balance in subject matter. Section 3 focuses on the role of language in creating nonsexist materials. Nine guidelines are established, including use of non-gender terms for professions, avoidance of masculine pronouns, avoidance of descriptions of appearance, and avoidance of references to women in terms of their families. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED237585

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Holt, Rinehart, and Winston School Dept.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

GUIDELINES FOR THE DEVELOPMENT OF

ELEMENTARY AND SECONDARY INSTRUCTIONAL MATERIALS

The Treatment of Sex Roles

HOLT RINEHART and WINSTON

School Department

UD 022 916

*Published February 1975 by Holt, Rinehart and Winston., 383 Madison Avenue, New York, N.Y. 10017 This material may be reproduced in whole or in part without permission, provided that acknowledgement is made to Holt, Rinehart and Winston.

As a leading publisher, it is our intention to assure that our elementary and secondary instructional materials reflect a positive, fair, and balanced treatment of sex roles. We hope our contribution to this effort will help young people enter their adult lives with the widest vision of the opportunities open to them.

While a policy of this nature cannot, of course, be applied retroactively, we recognize our responsibility to bring previously published materials up to the standard of the policy as quickly as possible. Thus, we have established a review board to examine materials as they come up for reprint. The foremost objective of the review will be to eliminate inadvertent stereotyping and to otherwise make the materials consistent with our guidelines. Changes in reprints will be effected within the latitude, and subject to the limitations of text corrections. This will, in some cases, entail making a series of changes over a number of reprints.

We believe we have taken a responsible action to meet an obvious need, and we hope our effort will contribute to the improved instruction of our children.

Sincerely,

Thomas Murphy,
Vice President and
General Manager,
School Department

Published February 1975 by Holt, Rinehart and Winston., 383 Madison Avenue, New York, N.Y. 10017
This material may be reproduced in whole or in part without permission, provided that acknowledgment is made to Holt, Rinehart and Winston.

HOLT, RINEHART AND WINSTON
SCHOOL DEPARTMENT

GUIDELINES FOR THE DEVELOPMENT OF ELEMENTARY AND SECONDARY INSTRUCTIONAL MATERIALS

The Treatment of Sex Roles

Because educational materials influence the development of the attitudes students carry into adult life, Holt, Rinehart and Winston considers it important that the values and societal roles suggested in instructional materials be positive ones, and that they be as free as possible from bias, stereotypes, and career-role restriction. Both men and women should be portrayed in such a way as to build positive images and foster mutual respect for both the group and the individuals in that group. Textbooks, supplementary materials, and audio-visual products should be carefully developed to contribute to a student's forming of a positive self-image and a positive, respectful image of others.

Children absorb more subliminally than authors and editors may realize. It is therefore necessary that we develop sensitivity to bias in educational materials, both to correct inequities that exist today, and to prepare children for the world they will enter when they finish their education. An editorial slant which

assigns a particular societal role or set of values to a particular group of people is a form of bias, and should be viewed as potentially damaging.

Children will be exposed to role models that allow each one the greatest possible opportunity for full development as a person.

I. ROLE MODELS

The traditional roles of women in society as homemakers and in the areas of child-rearing, education, nursing, and the arts are both valuable and vital to the life of the society. No effort should be made to downgrade or disparage these roles. Rather, an effort must be made to expand the roles of both sexes, to include men in nurturing and homemaking activities and to include women in areas such as business and science. An unbalanced assignment of such roles does a disservice to both sexes. Children should see people of both sexes in a variety of activities and roles so they can identify with those models and thus develop their own individual talents and preferences to their best advantage.

A. Illustrations should reflect variety in occupation and dress for both men and women. It is not necessary to depict a woman in a dress and apron or a man in a business suit with a briefcase for them to be recognizable as male and female.

B. In view of the projection that 90% of all women will work outside the home at some time in their lives,* women are not to be stereotyped as "housewives" continually engaged in housework. Where women are represented as mothers, they should be shown, whenever possible, as having other interests—work, hobbies, sports, etc.

* *U.S. Department of Labor, Employment Standards Administration, "Facts on Women Workers," February 1973.*

C. Men are to be shown participating in a variety of domestic chores, such as cooking, sewing, housework, child-rearing, etc. Care should be taken to avoid implying that they are inept at these activities or that to do them is demeaning. It should not be implied that a man who engages in domestic chores is "henpecked" or effeminate.

D. Some single-parent families will be included with both men and women as head of the household.

E. Both sexes should be allowed a full range of emotional expression. Sensitivity to the needs and wants of others will be stressed as desirable. Men should not be shown as needing to resort to violence, nor women to tears, to achieve an end.

F. No job or hobby should be shown as reflecting on the masculinity or femininity of the people who pursue it. Thus, hairdressing, truck driving, nursing, and woodworking should be shown as legitimate pursuits for members of both sexes.

G. Care is to be taken in the portrayal of children. Girls should not always be shown in dresses, playing "house," or deferring to boys. Children of both sexes will be shown playing with all kinds of toys; boys should not be limited to "active," "aggressive" toys and girls to dolls and "passive" toys.

H. A balance is to be maintained in the use of role models in exercises, examples, all text materials not controlled by outside copyright, and both researched and commissioned visual materials.

1. Specifically, women and girls sometimes should be described or shown

a) involved in competitive team sports such as baseball and soccer

b) actively engaged in construction and repair—woodworking, building, mechanical and electrical work

c) as leaders

d) in investigative and analytic attitudes —collecting and analyzing rocks and minerals, studying reptiles and insects, doing math problems

e) exhibiting courageous and fearless attitudes

f) working in a variety of jobs and careers—in offices and factories, as doctors, lawyers, cab drivers, stockbrokers, telephone installers, housepainters, engineers, researchers, pilots, ship personnel, etc.

g) as larger, heavier, physically and emotionally stronger, and more aggressive than the men or the boys around them

2. Similarly, men and boys sometimes should be shown

a) playing and working together in noncompetitive settings—doing a puzzle, planting flowers, shopping, etc.

b) involved in homemaking activities and using the implements of such activities—cooking, cleaning, weaving, etc.

c) interested in "soft" things—fabrics, butterflies, daydreaming, babies, flowers

d) enjoying a sense of order—cleaning things up, making things neat, paying attention to personal appearance and hygiene

e) as followers

f) as interested in music, dancing, art, fantasy, poetry

g) working as assistants, secretaries, telephone operators, elementary school teachers, airline cabin attendants, practical nurses, etc.

I. The emphasis should be on positive role models for both sexes, and undue use of negative models is to be avoided.

1. Specifically, avoid the following stereotypes of women.

fearful
squeamish

passive
dependent
weepy
mechanically inept
frivolous
shrewish, nagging
easily defeated by simple problems ("just like a girl")

2. By analogy, men are not to be stereotyped as brutish, violent, crude, harsh, or insensitive.

J. Women should not always be identified in terms of relationship to a male figure (his mother, his wife, his sister), but as people in their own right. Adult members of one sex are not to be shown as being under the control of someone of the other sex who lays down rules and allows or disallows certain behavior.

Use	Avoid
Jane works as a swimming instructor.	Carl lets his wife, Jane, work as a swimming instructor.
Carl plays golf on Saturday afternoons.	Jane permits her husband to play golf on Saturday afternoons.

K. In filmstrips and recordings, the same guidelines for illustrations and language will be followed as in printed matter. There are special considerations, however, for narrators and actors:

1. There should be a conscious effort to use a mixture of male and female voices in any set of filmstrips or set of recordings. Women's voices should not be restricted to the traditionally feminine subjects (literature, home economics, etc.) and men's voices should not be restricted to those subjects usually thought to be more "masculine" (science, current events, sports, etc.). The subliminal effect of distributing male and female voices throughout a wide variety of subject matter can do a great deal toward breaking down the traditional stereotypes, especially since the narrator's voice is usually thought of as the voice of strength and authority.

2. Characters in dramatizations used for educational materials are often identified as merely "Doctor," "Merchant," "Banker," etc. When casting these roles, producers and directors should go outside the usual sex stereotypes.

II. SUBJECT MATTER

In subject matter, educational materials will acknowledge the roles and contributions of both women and men. Materials that do not meet this criterion or which are biased in language or attitude should be avoided whenever possible.

A. There is to be a balanced representation of stories and articles by and about women and girls in readers, literature and rhetoric books, histories, and anthologies.

B. Where suitable materials do not exist in a particular subject area, existing materials are to be presented in such a way in instructions to the teacher or surrounding text as to clarify the social forces that have operated to the disadvantage of women or men in this area.

1. In quoting literature or documents (*The Declaration of Independence*, Shakespeare's "What a piece of work is man." etc.) that make heavy generic use of masculine forms, it should be indicated wherever possible that the terms are used to signify all people. Generic usages of *man, mankind*, etc. should be pointed out and explained.

2. In books dealing with subjects that have traditionally been dominated by a particular sex (e.g., physics, aerospace, nursing) balance should be provided in photographs, in instructions to the teacher, and through the inclusion of special features such as "careers," notes on different cultures, or historical sidelights.

3. Where material is deemed sufficiently important to include in spite of an obvious imbalance, comment is to be invited in the surrounding text, teaching notes, or discussion questions.

III. LANGUAGE

Careful and sensitive use of language is important in achieving a positive tone and creating balance. Often editors and authors are not aware of the effects the generic use of "man" and the masculine pronoun have on readers. Because generic use of the masculine form is rare in everyday speech compared with specific use, many people will inadvertently infer the specific when they hear or read the generic. The natural inclination of the listener to picture an individual of the gender that is mentioned may have the unintentional effect of excluding females from the thought. This is especially true for young children who have not yet learned the abstract concept of the generic use of the masculine form.

A. Because girls may tend to feel excluded from books with titles like *Man and His World* just as a boy might feel that a book entitled *Woman and Her World* isn't meant for him, such usages are to be avoided.

Use	Avoid
Scientists and Discoveries	Men of Science
History of Peoples	Man and His World
The Individual and the State	Man and the State
People and Nations	Men and Nations

In the text itself, avoid the generic use of "man" as much as possible, along with other words having masculine markers.

Use	Avoid
The founders...	The founding fathers...
When early people discovered fire...	When man discovered fire...

B. Avoid structures requiring the generic use of the masculine pronoun by rewriting the passage where possible.

Use	Avoid
When children learn their language, they...	When the child learns his language, he...
When you learn your language, you...	
or	
When a child learns language, he or she... (use sparingly)	

C. Be careful in the use of words containing masculine markers.

Use	Avoid
assistant	right-hand man
go-between, liaison	middleman
big, enormous	man-sized (job)
adulthood, maturity	manhood
synthetic	manmade
competent	workmanlike

Note that some words with masculine markers do not have non-sexist synonyms. Use them sparingly or rewrite to avoid their use.

brotherhood
fellowship
fraternize
mannish

D. Avoid belittling characterizations with feminine markers:

womanish
woman's work
old-maidish
spinsterish
woman driver
just like a woman
sissified
weak sister

E. Try to find reasonable substitutes for the compounds of *man* or *woman* unless a specific person is referred to.

Use	Avoid
police officer	policeman
firefighter	fireman
worker	workman
plumber, electrician, etc.	repairman
chairperson *or* chair; also, rephrase to "the meeting was chaired by..."	chairman, chairwoman*
cave dweller	caveman
Member of Congress, Congressional Representative; Representative Rodino, Representative Jordan	congressman, congresswoman
business person, business people	businessman, businesswoman businessmen
postal worker, letter carrier, mail carrier	mailman
sales person, sales representative; salespeople, sales force	salesman, saleswoman, salesmen
insurance agent	insurance man

*NOTE: Be careful to avoid using *-person* coinages to mean *-woman* as in "Chairman George Smith and Chairperson Louise Brown" or "The salesmen and other salespeople in the Western Region."

F. Women and men will be treated with equal dignity, and respect, and comments about them should be given equal weight.

1. Do not describe women in terms of their physical attributes or appearance unless men are also described in comparable terms. Particularly to be avoided are adjectives that tend to diminish women by portraying them as cute, fragile, delicate, helpless, doll-like, etc., and jokes or innuendos focusing on a woman's physique.

Use	Avoid
Mr. and Mrs. McAllister run a garage.	Mr. McAllister runs the garage in partnership with his wife, a striking blonde who mans the pumps.
or	
Mr. McAllister, a handsome man with a full red beard and a mane of tawny hair, runs a garage in partnership with Mrs. McAllister, a striking blonde who works the pumps.	

2. Avoid referring to women in terms of their relationship to men or their families.

Use	Avoid
George Stewart, Board of Education President, and Mary Leng, Chairwoman of the Ad Hoc Committee...	George Stewart, Board of Education President, and Mary Leng, wife of Doctor Harry Leng...
or	
George Stewart and Mary Leng	George Stewart, Board of Education President, and Mary Leng, mother of four...

When women are referred to in marital relationships, the correct term is "wife."

Use	Avoid
wife (or name of person)	the wife the little woman the old lady the better half

Similarly, avoid referring to a husband as "the old man."

3. Terms, titles, and names should be used in a parallel construction, with females sometimes mentioned first, for variety.

Use	Avoid
men and women; boys and girls; women and men; girls and boys	men and girls

Use	Avoid
President and Mrs. Ford	President Ford and Betty
the husbands and wives; the couples	the men and their wives

4. Women are referred to by their own names, not by titles indicating marital relationships, unless this is significant in context and/or men are referred to in the same way.

Use	Avoid
Dolley Madison	Mrs. James Madison
Senator Percy and Governor Grasso; Mr. Percy and Mrs. Grasso; Charles Percy and Ella Grasso.	Senator Percy and Mrs. Grasso

5. The term *ladies* is to be used when men are referred to as *gentlemen*, and not as a modifier (lady lawyer, lady mechanic). It is to be avoided as a mark of false respect, as in "cleaning lady" (use *cleaners, custodians*). Because *ladylike* has come to mean "overnice" or "unnaturally affected" to many people, it may be best to avoid using it.

6. Professional titles are sufficient to identify professional women. Avoid the use of *woman* as a modifier, as in *woman doctor, woman lawyer.*

Use	Avoid
The well-known doctor, Virginia Apgar,	The well-known woman doctor, Virginia Apgar...
The doctor reached for her bag.	The woman doctor reached for her bag.

Women in business are referred to by their job titles.

Use	Avoid
assistant	gal-Friday
secretary	girl

7. Avoid the use of special terms for women in particular job categories, such as poetess, authoress, usherette, aviatrix. Use poet, author, usher, pilot, etc.

8. Ms. is acceptable usage where a woman's marital status is not significant in context or is not known, or when the woman is known to prefer it.
9. Authors and famous people no longer living are conventionally referred to without title, by full name the first time it appears and by last name only thereafter, unless this would not be clear in context (as with Amy Lowell and James Russell Lowell).

Use	Avoid
Frost, Robinson, and Dickinson or Robert Frost, Edwin Arlington Robinson and Emily Dickinson	Frost, Robinson, and Miss Dickinson
Robert Browning and Elizabeth Barrett Browning	Browning and Mrs. Browning
After founding Hull House, Jane Addams . . .; then Addams	After founding Hull House Miss Jane Addams . . ., then Miss Addams
Pierre and Marie (or *Marie and Pierre)* Curie; the Curies	Mr. and Mrs. Curie, Dr. and Mrs. Curie

HOLT, RINEHART AND WINSTON

SCHOOL DEPARTMENT

GUIDELINES COMMITTEE

Alice Craemer
Editorial (Process)

Lois Eskin
Marketing (Science)

Vivian Fenster
Editorial (Photo Research)

Ray Gill
Editorial (Social Studies)

Paula Hartz, Chair
Editorial (Modern Language)

Mary Mars
Editorial (Design)

Vera Maxey
Editorial (Language Arts)

Melba Outler
Editorial (Mathematics)

Don Robb
Marketing (Social Studies)

Mary Anne Shea
Editorial (Social Studies)

Bob Spivak
Editorial (Audio-Visual)